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ABSTRACT

In fall 1985, a study was conducted at William Rainey Harper College (WRHC) to provide a student profile for general information purposes, to gather data not available on the college's automated data file, and to analyze WRHC's marketing outreach. Surveys were mailed to random samples of 500 credit degree students and 300 continuing education students. Response rates of 82% for degree credit student and 71% for continuing education students were obtained. Study findings included the following: (1) WRHC enrolled about 2.7% of the district population in degree credit programs, with the proportions of students in the day and evening programs stabilizing at 53% and 46%, respectively; (2) most of the demographic characteristics of students had remained fairly constant over the last 5 to 10 years, though the average age of continuing education students had consistently grown older; (3) fewer students were interested in bus transportation or car pooling each year; (4) when student enrollments dropped in 1984 and 1985, the decline seemed to affect equally all segments of the student population; (5) 17.5% of the students were assisted by employer contributions for their education; and (6) the major factors attracting students to WRHC continued to be friends and relatives, convenience, specific programs and offerings, and low cost. The survey instrument is appended. (EJV)

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Office of Planning and Research

William Rainey Harper College

Student Characteristics as Compared to the Community Profile, Fall, 1985

Volume XV, No. 11
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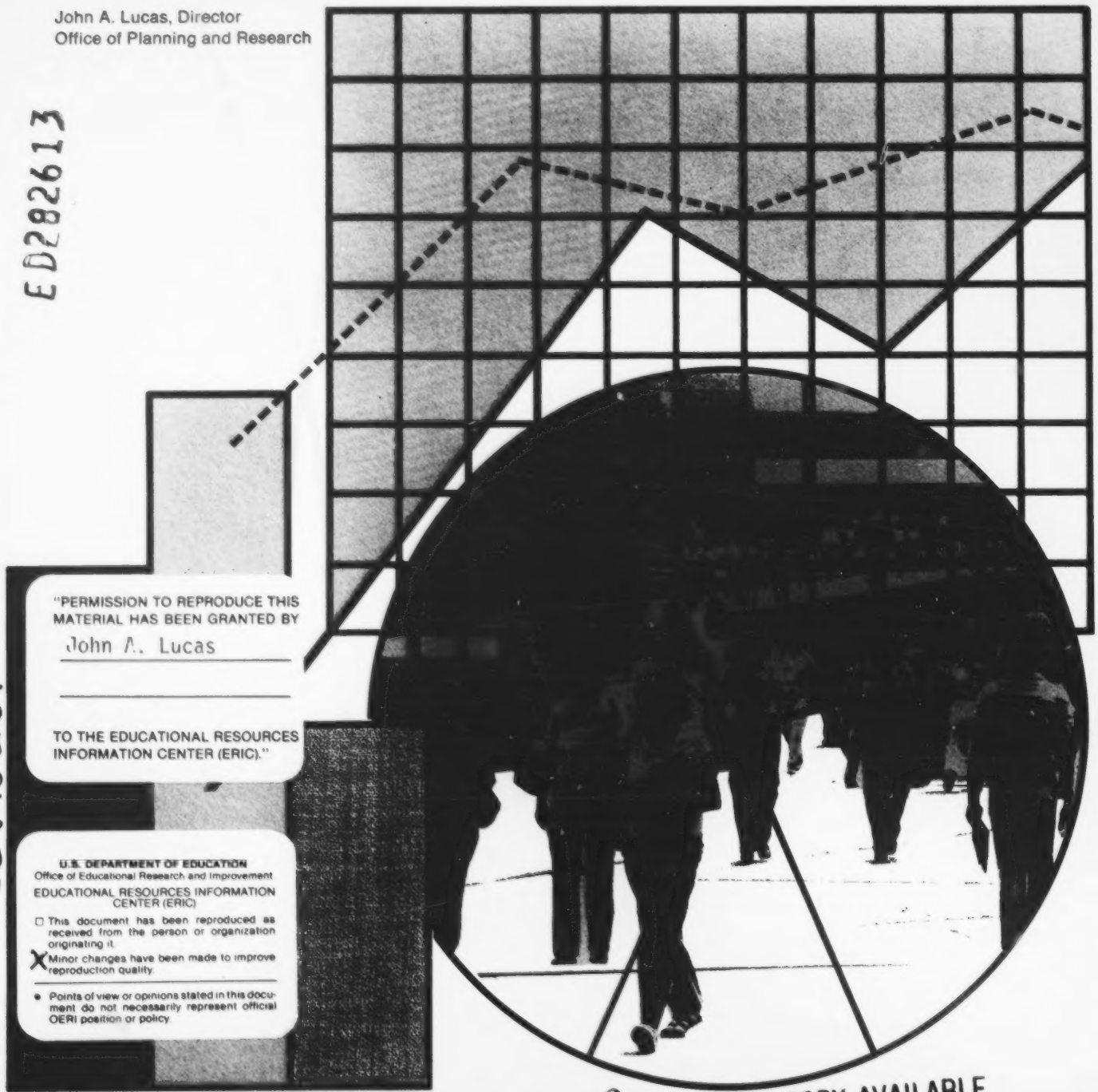
Office of Planning and Research



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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1985 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES, AND TO PRESENT SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.7% OF TOTAL STUDENT POPULATION) AND 300 CONTINUING EDUCATION STUDENTS (3.3% OF TOTAL CE POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 82 PERCENT FOR DEGREE CREDIT AND 71 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS: MOST OF THE DEMOGRAPHIC FACTORS OF STUDENTS HAVE REMAINED FAIRLY CONSTANT THE LAST FIVE TO TEN YEARS. THE ONLY FACTOR SHOWING ANY CONSISTENT CHANGE IS THE AVERAGE AGE OF CONTINUING EDUCATION STUDENTS WHICH IS CONSTANTLY GROWING OLDER. SOME PREFERENCES ARE CHANGING AS FEWER STUDENTS ARE INTERESTED IN BUS TRANSPORTATION OR CAR POOLING EACH YEAR. WHILE STUDENT ENROLLMENTS DROPPED SUBSTANTIALLY IN THE FALL OF 1984, AND SLIGHTLY IN 1985, THE DECLINE SEEMED TO EQUALLY EFFECT ALL SEGMENTS OF THE STUDENT POPULATION. THERE DOES SEEM TO BE A TREND THAT STUDENTS ARE NOW PLANNING TO STAY AT HARPER FOR A LONGER PERIOD OF TIME, ESPECIALLY NON-DEGREE STUDENTS.

THE PRESENCE OF THE CAMPUS AND INFLUENCE OF FRIENDS AND RELATIVES CONTINUE TO BE THE MAJOR FACTORS IN FIRST GETTING RESIDENTS' ATTENTION, BUT THE FORMER IS DECLINING IN IMPORTANCE. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE, THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS, AND LOW COST. DIRECT MAILINGS TO RESIDENTS' HOMES CONTINUE TO BE MUCH MORE IMPORTANT FOR ATTRACTING CONTINUING EDUCATION STUDENTS THAN DEGREE CREDIT STUDENTS. CONVENIENCE, WHILE STILL AN IMPORTANT FACTOR IN ATTRACTING STUDENTS, IS NO LONGER THE DOMINATING FACTOR IT ONCE WAS. EMPLOYERS ARE NOW EMERGING AS A MAJOR FACTOR FOR STUDENTS TO ENROLL AT HARPER ESPECIALLY NON-DEGREE CREDIT STUDENTS.

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PURPOSE

The purpose of this study was to provide a fall 1985 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including actual 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

POPULATION SURVEYED

Among the degree credit students a random sample of 500 students was chosen representing 3.7 percent of the total of 13,469 degree credit students enrolled in the fall of 1985. Similarly, a random sample of 300 continuing education students was selected which represents 3.3 percent of this C.E. population of 9,229 students. Responses were received from 411 of the 500 degree credit students for a return rate of 82 percent. Likewise, 213 of the 300 continuing education students answered the survey for a 71 percent response rate.

	Degree Credit Students		Continuing Education Students	
	Number	Response Percent	Number	Response Percent
Mail Responses	241	48.2	103	34.3
Telephone Responses	170	34.0	110	36.7
Total Responses	411	82.2	213	71.0
Refused to Answer	12	2.4	43	14.3
Non-forwardable	9	1.8	0	0
Could not reach by telephone	68	13.6	44	14.7
Total non-responses	89	17.8	87	29.0
Total Sample	500	100.0	300	100.0

In looking at data from respondents, non-respondents and the whole Harper population, it appears that the full-time respondents are under represented in the degree credit sample and minorities are under represented in both samples.

METHOD USED

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in subsequent surveys. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a second survey. After another three weeks, some of the information was gathered over the telephone from those who still had not responded. Some information was gathered from Harper's student data system and still other data was obtained from the actual 1980 census data for the Harper District.

DISCUSSION OF RESULTS

In examining the demographic patterns among students, it appears that since the late 70s the proportion of males has remained fairly constant below the 50 percent mark. Among degree credit students, 44 percent are male which is the same as it has been since 1977. Prior to 1975 males exceeded females. Among continuing education students, about 31 percent are males, and this has been dropping the last few years. Considering educational backgrounds students bring to Harper, about 40 percent of the degree credit students have had some college and 11 percent already have a bachelor's degree. Among continuing education students, 70 percent have had some college while 50 percent have a bachelor's degree. Interestingly, this is much higher than the general population of the district where 26 percent have a bachelor's degree.

The average age of degree credit students has remained fairly stable over the last ten years at about 27 years of age while the average age of non-degree credit students has gradually climbed to about 40 years of age in the 1985 sample. Also among non-degree credit students, 34 percent are single which is an all-time high. One wonders if there has been a special effort to reach the singles market.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residences. Overall, 2.7 percent of the district population was enrolled in degree credit programs at Harper during the fall of 1985. This percentage had been increasing each year until it leveled off in 1983 and declined since then. Schaumburg and Palatine Townships had the highest enrollment rates with 3.3 percent enrolled. Wheeling and Elk Grove Townships and the Barrington area had only 2.2 percent of their populations enrolled.

With regard to continuing education offerings, Harper enrolled about 1.7 percent of the district population. Palatine Township provided the highest percentage of its population attending Harper at about 2.4 percent. Schaumburg Township had about 2.0 percent attending while the other three areas ranged from 1.2 to 1.8 percent of their population attending continuing education programs at Harper.

The proportions of students enrolling has stabilized at 53 percent day and 46 percent evening for degree credit students and at 22 percent day and 72 percent evening for non-degree students. Only one percent of the degree credit students and six percent of the non-degree credit students are enrolled on the weekend. A goal of the institution is to increase this weekend enrollment. Only seven percent of the degree credit students and 23 percent of the non-degree credit students are enrolled off campus. Another goal of the institution is to increase off-campus enrollment especially at in-plant locations.

When asked about their employment status some 60 percent of the degree credit students indicated they were employed full time while nine percent said they were homemakers. For the last two years this statistic is at the highest level since 1977 and may reflect the increase in births during the last nine years. Responses to the question also showed 23-1/2 percent were employed full time on semi-professional jobs, and 11 percent on semi-skilled jobs. Five percent of the students were employed full time in executive management positions. Among continuing education students 87 percent were employed full time with 30 percent in semi-professional jobs, 21 percent in professional jobs and 14 percent in executive managerial positions. The average income of degree credit students employed full time was $23,800, down 10 percent from the previous year while continuing education students employed full time earned an average salary of $35,300, down 8 percent from the previous year. These average salaries compared to $50,600 as the average family income in the northwest suburbs as surveyed by the Daily Herald.

Discussion of Results (continued)

In 1985, students were asked for the first time to reveal their source of funds for financing their education at Harper. For degree credit students, 57-1/2 percent was funded by the student's monies, 18-1/2 percent by parents funds, and 17-1/2 percent by employer contributions. The rest came from scholarships, V.A. funds and loans. Among non-degree credit students, 85-1/2 percent was funded by the students themselves, 9 percent by employer contributions and 4 percent by parents.

In discussing their plans for the future when they left Harper, about three-eighths of the degree credit students plan to transfer while 11 percent plan to get a better job or a promotion, 16 percent will continue on their same job and 15-1/2 percent not currently employed full time will obtain a full-time job. Among continuing education students, 21 percent plan to continue in the same job while 63 percent will continue to use Harper for personal development, a big increase from past years. Interestingly, only 7 percent of the continuing education students plan to change their lives by getting either a better job or a promotion, by transferring to another college, by becoming employed full time when they are not so employed, or by becoming self-employed. It does appear students are now planning to stay at Harper longer. Some 19 percent of the degree credit students in both 1984 and 1985 said they plan to stay more than 3 years and this is an all-time high. Similarly, 42 percent of the 1985 non-degree credit students plan to stay more than 3 years and this is by far an all-time high (the next highest percent was 23%).

The primary means by which degree credit students first hear about Harper continues to be the physical presence of the campus (25%) and friends and relatives (26%). The percentage hearing about Harper for the first time through the semester schedule received in the mail is down now to only 5 percent. This is probably good in that prospective students have already heard about Harper when they receive the schedule. Among continuing education students, the primary means by which they first learn of Harper continues to be the physical presence of the campus (26%), friends and relatives (16%), the semester schedule received in the mail (13%) and other material received in the mail (16%).

When asked what most convinced them to attend Harper, degree credit students gave as the principal factors, friends and relatives (22%), convenience (14%), could enroll in specific program (13%), and low cost (10%). There is one trend emerging over the years as convenience is no longer the dominating factor it once was, although it is still a major factor. Up until 1981, convenience was the number one reason (cited by 33-35% of the degree credit students) for attending Harper. Also this year, 7 percent of the students enrolled in order to broaden their knowledge base. Among continuing education students, the major reasons which convinced them to attend Harper were availability of specific program (25%), semester schedules received in the mail (10%), convenience (9%), friends and relatives (16%), employer (10%), and other material mailed to them (9%). Low cost is not a major factor with continuing education students and was cited by only 3 percent. As was the case among degree credit students, convenience is no longer the dominating factor it once was in convincing continuing education students to attend Harper. It is not clear why the importance of convenience has diminished. It may be that people in the suburbs are becoming more accustomed to traveling further for services. It is important to note that employer influences are increasing as marketing efforts in that direction increase.

The greatest sources of information about Harper for degree credit students are first, the College catalog (50%), second, brochures or letters mailed to them (30%), third, the College semester schedule (23%), fourth, other students (21%), and College counselors (21%). The first item was an all-time high indicating bul-

Discussion of Results (continued)

letins are being used more widely each year by students. Brochures and letters received in the mail was also at an all-time high for a source of information. Among continuing education students the three greatest sources of information about Harper were the College semester schedule received in the mail (25%), letters and brochures received in the mail (40%), and the College catalog (20%). The percent citing brochures and letters received in the mail was an all-time high. About 2-5 percent of both student groups said they did not receive enough information.

Less than 3 percent of the degree credit students and only 5 percent of the continuing education students do not drive themselves to the campus. Among degree credit students, less than 1/2 percent carpool, 1.1 percent ride with someone else and .7 percent take the bus. Abut 3 percent of the continuing education students ride with someone else or carpool. Interest in bus service seems to be waning each year as it seems more improbable that bus service will meet the needs of the students. Only 10 percent of the degree credit students indicated an interest in bus service as contrasted to 25 percent in 1980. Likewise, only 3 percent of this year's continuing education students were interested in bus transportation as compared to 19 percent in 1979. Interest in carpooling is also low as only 10 percent of the degree credit students and 2 percent of the continuing education students are interested.

MAJOR CONCLUSIONS

Most of the demographic factors of students have remained fairly constant the last five to ten years. The only factor showing any consistent change is the average age of continuing education students which is constantly growing older. Some preferences are changing as fewer students are interested in bus transportation or car pooling each year. While student enrollments dropped substantially in the fall of 1984, and slightly in 1985, the decline seemed to effect equally all segments of the student population. There does seem to be a trend that students are now planning to stay at Harper for a longer period of time especially non-degree students.

The presence of the campus and influence of friends and relatives continue to be the major factors in first getting residents' attention, but the former is declining in importance. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience, the availability of specific programs and offerings, and low cost. Direct mailings to residents' homes continue to be much more important for attracting continuing education students than degree credit students. Convenience, while still an important factor in attracting students, is no longer the dominating factor it was once. Employers are now emerging as a major factor for students to enroll at Harper especially non-degree credit students.

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

Degree Credit

	Total Sample				Total Student Population			
	1982	1983	1984	1985	1982	1983	1984	1985
Male	44.2	42.4	36.6	43.0	47.1	44.9	44.3	44.3
Female	55.8	57.6	63.4	57.0	52.9	55.1	55.7	55.7
Under 21	42.0	37.2	36.1	36.3	38.4	35.0	38.6	37.3
21 and Over	58.0	62.8	63.9	63.7	61.6	65.0	61.4	61.7
Full Time	38.9	30.8	28.0	22.6	32.1	31.7	30.6	29.7
Part Time	61.1	69.2	72.0	77.4	67.9	68.3	69.4	70.3
Day	42.4	39.4	39.2	43.6	65.6*	64.9*	65.6*	64.8*
Evening	40.2	43.7	42.8	40.6	34.4*	35.1*	34.4*	35.2*
Combined	16.6	15.4	17.6	15.6				
Weekend	.8	1.5	.4	.1				

Continuing Education

	Total Sample				Total Student Population			
	1982	1983	1984	1985	1982	1983	1984	1985
Male	33.8	34.9	19.1	34.7	40.5	36.0	33.1	31.4
Female	66.2	65.1	80.9	65.3	59.5	64.0	66.9	68.6
Under 21	7.0	6.5	3.8	6.5				
21 and Over	93.0	93.5	96.2	93.5				
Full Time	2.4	2.3	0	.7				
Part Time	97.6	97.7	100	99.3				
Day	17.1	25.8	25.3	22.1	39.0*	37.7*	38.8*	37.5*
Evening	72.6	67.3	62.0	71.0	61.0*	62.3*	61.2*	62.5*
Combined	5.8	2.2	6.4	3.1				
Weekend	4.5	4.7	6.3	3.8				

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

Degree Credit

Location	1982 PCT of Population Enrolled at Harper	1983 PCT of Population Enrolled at Harper	1984 PCT of Population Enrolled at Harper	1985 Harper Students	1985 Population	1985 PCT of Population Enrolled at Harper
Palatine Township	3.58	3.39	2.98	2,886	86,434	3.34
Schaumburg	3.70	3.27	3.03	3,528	109,187	3.23
Wheeling Township	2.88	2.78	2.48	3,196	135,384	2.36
Barrington Unit School District	2.63	3.23	2.30	749	34,305	2.18
Elk Grove Township	2.85	3.42	3.11	1,844	89,908	2.05
Total District	3.19	3.17	2.82	12,203	455,218	2.68
Number Out-of-District	1,420	1,305	1,434	1,266		
Percent Out-of-District	9.2	8.4	10.1	9.4		
Villages						
Palatine	6.64	5.96	5.65	1,740	33,772	5.15
Des Plaines*	3.57	3.92	3.33	390	12,046	3.24
Hoffman Estates	3.63	3.72	3.08	1,276	40,912	3.12
Rolling Meadows	3.47	3.33	3.50	598	20,326	2.94
Elk Grove Village	3.28	3.28	3.11	898	30,718	2.92
Mount Prospect	3.05	2.88	2.49	1,511	54,158	2.79
Arlington Heights	3.19	3.20	2.76	1,899	68,584	2.77
Schaumburg	3.47	3.27	3.01	1,611	58,396	2.76
Hanover Park*	3.34	4.10	3.51	266	10,279	2.59
Buffalo Grove*	3.14	3.01	2.73	339	13,503	2.51
Prospect Heights	2.69	2.90	2.22	266	12,100	2.20
Wheeling	2.81	2.75	2.15	491	25,399	1.93

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS
Continuing Education

Location	1982 Percent of Population Enrolled at Harper	1983 Percent of Population Enrolled at Harper	1984 Percent of Population Enrolled at Harper	1985 Harper Students	1985 Population	1985 Percent of Population Enrolled at Harper
Palatine Township	2.19	2.16	2.10	2,037	86,434	2.36
Schaumburg Township	2.03	2.12	1.79	2,175	109,187	1.99
Barrington Unit School District	2.55	2.29	2.23	607	34,305	1.77
Elk Grove Village Township	1.66	2.02	1.63	1,358	89,908	1.51
Wheeling Township	1.76	1.79	1.44	1,655	135,384	1.22
Total District	1.95	2.02	1.75	7,832	455,218	1.72
No. Out-of-District	1,388	1,603	1,266	1,397		
PCT Out-of-District	14.3	15.4	14.2	15.1		
Villages						
Palatine	4.51	4.02	3.80	1,257	33,772	3.72
Schaumburg	2.15	2.12	1.85	1,419	58,396	2.43
Rolling Meadows	1.97	2.44	2.24	408	20,326	2.01
Prospect Heights	3.40	3.44	2.19	239	12,100	1.98
Hoffman Estates	2.08	2.13	1.79	776	40,912	1.90
Mount Prospect	1.73	1.92	1.54	847	54,158	1.56
Wheeling	1.65	2.24	1.59	366	25,399	1.44
Arlington Heights	1.52	1.82	1.62	984	68,584	1.43
Elk Grove Village	2.01	1.69	1.51	424	30,718	1.38
Des Plaines*	.65	1.71	1.10	139	12,046	1.15
Buffalo Grove*	1.62	1.96	1.13	140	13,503	1.04
Hanover Park*	1.28	1.06	.97	76	10,279	.74

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	Fall Enrollment			Population*			Percent Enrolled		
	1983	1984	1985	1983	1984	1985	1983	1984	1985
17 or Below	37	35	28	4,447	4,234	3,588	.83	.83	.78
18	1,012	869	693	3,441	3,296	3,606	29.41	26.37	19.22
19	1,012	1,112	859	3,179	3,083	3,461	31.83	36.07	24.82
20-21	1,462	591	1,136	7,009	6,863	7,714	20.86	8.61	14.73
22-25	1,349	1,495	1,275	15,787	15,985	18,331	8.55	9.35	6.96
26-35	1,461	1,390	1,220	40,539	41,572	43,870	3.60	3.34	2.78
36-45	449	487	527	31,573	32,734	34,129	1.42	1.49	1.54
46-55	150	278	139	49,863	50,194	27,493	.30	.55	.51
Over 55	--	--	83	--	--	26,321	--	--	.32
	6,932	6,257	5,960	155,838	157,961	168,513	4.45	3.96	3.54
Average Age	24.4	26.0	26.0						

Degree Credit Enrollment - Females

17 or Below	34	100	0	4,050	3,856	3,361	.84	2.59	0
18	738	1,047	846	3,497	3,350	3,438	21.10	31.25	24.61
19	1,242	1,022	1,055	2,894	2,806	3,937	42.92	36.42	25.53
20-21	1,275	1,097	1,349	6,803	6,662	7,571	18.74	16.47	17.82
22-25	1,175	1,396	1,216	16,236	16,440	19,150	7.24	8.49	6.35
26-35	2,182	1,720	1,401	42,038	43,110	45,491	5.19	3.99	3.08
36-45	1,376	1,047	1,269	32,125	33,307	34,711	4.28	3.14	3.66
46-55	503	448	291	54,656	55,018	26,746	.92	.81	1.09
Over 55	--	--	132	--	--	32,244	--	--	.41
	8,525	7,877	7,509	162,299	164,549	176,649	5.25	4.79	4.25
Average Age	27.9	27.3	27.9						

*Population by age is taken from 1980 census and later years are by NIPC projections.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Continuing Education Enrollment - Male

	Fall Enrollment			Population			Percent Enrolled		
	1983	1984	1985	1983	1984	1985	1983	1984	1985
19 and Below	53	175	114	11,067	10,613	10,655	.48	1.65	1.07
20-21	52	58	114	7,009	6,863	7,714	.74	.85	1.48
22-25	368	407	341	15,787	15,985	18,331	2.33	2.55	1.86
26-35	1,367	699	710	40,539	41,572	43,870	3.37	1.68	1.62
36-45	946	640	511	31,573	32,734	34,129	3.00	1.96	1.50
46-55	1,052	1,048	341	49,863	50,194	27,493	2.11	2.09	1.24
Over 55	--	--	625			26,321			2.37
	3,838	3,027	2,756	155,838	157,961	168,513	2.46	1.92	1.64
Average Age	39.0	40.4	41.2			26,321			2.37

Continuing Education Enrollment - Female

19 and Below	476	251	333	10,441	10,012	10,736	4.56	2.51	3.10
20-21	346	112	67	6,803	6,662	7,571	5.09	1.68	.88
22-25	1,083	643	733	16,236	16,440	19,150	6.67	3.91	3.83
26-35	1,776	1,928	1,698	42,038	43,110	45,491	4.23	4.47	3.73
36-45	1,516	1,453	1,266	32,125	33,307	34,711	4.72	4.36	3.65
46-55	1,646	1,732	899	54,656	55,018	26,746	3.01	3.15	3.36
Over 55	--	--	1,032	--	--	32,244	--	--	3.20
	6,843	6,119	6,028	162,299	164,549	176,649	4.22	3.72	3.41
Average Age	36.2	38.1	40.0						

*Population by age is taken from 1980 census and later years are from NIPC projections.

	Degree Credit			Continuing Education		
	1982 PCT	1983 PCT	1984 PCT	1983 PCT	1984 PCT	1985 PCT
Class Load						
Full Time	30.8	28.0	22.6	2.3	0	.7
Part Time	69.2	72.0	77.4	97.7	100.0	99.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	478	500	500	207	300	300
When Students are Enrolled						
Day Only	39.4	39.2	43.6	25.8	25.3	22.1
Evening Only	43.7	42.8	40.6	67.3	62.0	71.0
Weekends Only	1.5	.4	.2	4.7	6.3	3.8
Mixture of Times	15.4	17.6	15.6	2.2	6.4	3.1
Portion of Class Hours In Day	55.5	50.8	53.5	26.2	26.5	22.3
Portion of Class Hours In Evening	37.6	48.2	45.9	68.3	64.9	72.3
Portion of Class Hours On Weekend	6.9	1.0	.6	5.5	8.6	5.4
Number Responding	480	500	500	275	300	290
Where Students are Enrolled						
Main Campus	92.7	90.2	93.7	77.0	73.4	77.0
Barrington High School	0	.2	.2	3.2	6.8	5.4
Schaumburg High School	2.3	2.7	.1	.5	.3	.4
Northeast Center	4.1	4.9	4.5	13.9	15.0	10.5
Other Locations	.9	2.0	1.5	5.4	4.5	6.6
Enrolled at Main Campus Only	88.1	86.4	92.2	75.1	71.4	76.0
Enrolled at One Location Only - Other than Main Campus	4.8	7.6	5.6	21.7	24.3	20.7
Enrolled at More Than One Location	7.1	6.0	2.2	3.2	4.3	3.3
Number Responding	438	500	500	221	300	300
DEMOGRAPHIC FACTORS OF STUDENTS						
Sex						
Male	42.4	36.6	43.0	34.9	19.1	34.7
Female	57.6	63.4	57.0	65.1	80.9	65.3
Number Responding	500	500	500	298	298	300
Marital Status						
Single	61.0		56.7	27.4		34.1
Married	31.2		33.8	61.1		55.8
Divorced or Separated	6.4		9.5	9.3		5.8
Widow or Widower	1.4		0	2.2		4.3
Number Responding	436		222	226		138

Age	Degree Credit 1983	1984	1985	Continuing Education 1983	1984	1985
Below 16	0	0	0	1.3	1.1	1.8
16	0	0	0	.4	.4	.7
17	.4	1.0	.2	0	0	.4
18	11.2	13.5	11.2	1.7	1.1	.4
19	14.6	14.7	13.9	1.7	.8	2.2
20	10.9	6.9	11.0	1.7	.4	1.1
21	6.6	5.4	7.4	2.2	1.5	1.1
22 - 25	16.2	20.0	18.3	13.9	11.3	12.3
26 - 30	12.8	13.9	12.6	16.0	17.7	15.1
31 - 35	10.9	8.1	7.0	13.0	12.0	11.9
36 - 45	12.1	11.3	13.4	22.9	23.7	19.8
46 - 55	3.9	4.2	3.2	12.6	15.8	14.1
56 - 65	.4	1.0	1.2	9.1	10.1	10.8
Over 65	0	0	.6	3.5	4.1	8.3
Number Responding	439	496	499	231	266	277
Average Age	26.9	26.8	27.2	37.1	39.0	40.3
PCT Under 21 Years of Age	37.1	36.1	36.3	6.9	3.8	6.5
Children of Students						
Have no Children	73.6	73.7	74.8	43.9	42.6	46.4
Have Preschoolers at Home	6.8	8.2	7.8	11.3	9.1	7.7
Have School Age Children at Home	16.1	16.7	14.2	27.4	26.0	19.1
Have Post High School Youth at Home	4.8	4.2	4.4	13.0	18.2	13.4
Have Children Who Have Left Home	4.8	6.3	5.6	18.7	27.7	30.1
Number Responding	440	426	408	230	242	209
Present Full-Time Occupation						
Students not Employed Full Time	32.	28.9	26.3	4.3	4.1	2.8
Semi-Professional, Technical	26.2	21.5	25.3	23.0	30.3	30.7
Semi-Skilled	12.8	12.5	10.5	10.8	5.0	7.1
Homemaker and Student	5.7	12.2	9.2	16.0	17.4	9.9
Managerial or Executive	3.7	3.3	7.3	11.3	10.8	13.7
Sales Professional	1.1	5.0	5.8	7.4	7.1	7.5
Professional	5.2	4.7	5.8	15.6	18.3	21.1
Unskilled	2.7	2.1	3.9	1.7	.4	0
Supervisor or Public Official	6.4	4.0	2.9	5.6	2.9	3.8
Skilled Trade	2.3	5.0	2.3	3.0	1.2	1.4
Small Business Owner	1.8	.8	.7	1.3	2.5	1.9
Number Responding	439	423	409	231	241	212

Financial Independence From Parents	Degree Credit 1983	1984	1985	Continuing Education 1983	1984	1985
Not Independent -Live with Parents	31.2	33.8	28.0	5.3	5.0	3.8
Independent -Live with Parents	17.5	18.3	21.2	5.8	5.8	6.2
Independent -Live away from Parents	51.3	47.9	50.8	88.9	89.2	90.0
Number Responding	433	426	411	225	242	209

Income of Students Who Are Independent of Parents

	PCT. 1983	PCT. 1984	PCT. 1985	PCT. 1983	PCT. 1984	PCT. 1985
Less than $5,000	8.5	6.0	16.1	4.1	0	8.1
$ 5,000 to $ 7,499	5.5	4.7	6.4	--	3.5	1.2
$ 7,500 to $ 9,999	4.8	6.0	4.1	1.2	.7	.6
$ 10,000 to $ 11,999	5.6	7.0	5.2	5.8	4.2	4.1
$ 12,000 to $ 14,999	8.5	7.9	9.0	5.8	3.5	2.3
$ 15,000 to $ 19,999	18.1	16.3	11.2	10.5	10.4	8.1
$ 20,000 to $ 24,999	11.5	12.1	8.2	14.0	14.6	12.2
$ 25,000 to $ 29,999	7.8	10.2	10.5	8.8	11.1	12.8
$ 30,000 to $ 34,999	4.1	4.6	11.2	12.9	10.4	18.6
$ 35,000 to $ 39,999	8.1	5.6	2.3	10.5	8.3	5.8
$ 40,000 to $ 49,999	9.3	9.8	6.4	8.8	9.0	8.2
$ 50,000 to $ 59,999	2.6	5.1	4.1	8.8	10.4	8.1
$ 60,000 to $ 69,999	3.0	1.9	1.9	3.5	2.1	1.2
$ 70,000 to $ 79,999	.4	.5	.8	.6	2.8	2.9
$ 80,000 to $100,000	.7	0	1.9	3.5	4.8	2.3
$100,000 to $150,000	1.5	2.3	.7	1.2	4.2	3.5
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	270	215	267	171	144	172

	Degree Credit 1983	1984	1985	Continuing Education 1983	1984	1985
Median Income	$19,694	$20,865	$19,000	$29,251	$31,000	$30,078
Mean Income	$25,304	$26,383	$23,762	$33,251	$38,479	$35,330
Percent Over $25,000	37.4	40.0	39.7	58.5	63.1	63.4

Income of Parents of Dependent Students	1983	1984	1985
Less than $5,000	0	1.8	2.1
$ 5,000 to $ 8,999	2.2	0	0
$ 9,000 to $ 12,999	0	0	4.2
$ 13,000 to $ 16,999	4.4	3.6	8.3
$ 17,000 to $ 20,999	4.5	3.6	0
$ 21,000 to $ 24,999	11.1	9.1	4.2
$ 25,000 to $ 29,999	4.5	16.4	6.3
$ 30,000 to $ 34,999	13.3	12.7	10.4
$ 35,000 to $ 39,999	15.6	10.9	8.3
$ 40,000 to $ 49,999	13.3	16.4	29.2
$ 50,000 to $ 59,999	13.3	7.3	6.2
$ 60,000 to $ 69,999	6.7	7.3	8.3
$ 70,000 to $ 79,999	2.2	7.3	8.3
$ 80,000 to $100,000	4.5	3.6	2.1
$100,000 to $150,000	4.4	0	0
Over $150,000	0	0	2.1
	100.0	100.0	100.0
Number Responding	45	55	48
Median Income	$38,214	$36,250	$41,786
Mean Income	$44,278	$40,927	$44,708
Percent Over $25,000	77.8%	81.8%	81.3%

Community Data 1979 --- Median Family Income --- $30,900
Percent of Families over $25,000 --- 67.5%
DAILY HERALD Data 1986 --- Median Income --- $50,621

	Degree Credit			Continuing Education		
Primary Ethnic Background	1983	1984	1985	1983	1984	1985
White Caucasian	95.9	96.1	97.3	86.4	99.1	98.0
Latino, Mexican American	.9	1.7	1.0	3.5	0	0
Asian American	1.6	.5	1.5	9.2	.4	2.0
Black American	1.4	.3	.2	0	0	0
Native American	0	0	0	0	0	0
Foreign Students (F/J Visa)	0	.2	0	.9	.5	0
Arab, Middle East	.2	1.2	0	0	0	0
Number Responding	431	412	401	229	238	203

Language Used Most at Home	Degree Credit 1983	1984	1985	Continuing Education 1983	1984	1985
English	96.4	97.5	96.8	86.2	99.6	98.8
Spanish	.2	.6	.1	1.7	0	0
Polish	0	.5	1.1	1.3	0	0
German	.2	.5	.4	.9	.4	0
Italian	.5	.3	.1	.4	0	0
Hindu	.5	.2	.2	3.0	0	.5
Arabic	0	.2	0	0	0	0
Latvian	0	.2	0	0	0	0
Greek	.2	0	.3	0	0	0
Korean	.2	0	.2	.4	0	0
Vietnamese, Thai, Cambodian, Laotian	0	0	.3	.4	0	0
Filipino	.2	0	0	0	0	0
Turkish	.2	0	0	0	0	0
French	.7	0	0	0	0	0
Japanese	0	0	0	3.5	0	0
Chinese	.5	0	0	.9	0	.5
Portuguese	.2	0	0	.4	0	0
Pakistani	0	0	.5	.9	0	0
Dutch	0	0	0	0	0	.2
Length of Time Planned to Stay at Harper as Student						
More than 3 years	15.5	19.0	19.1	23.2	20.3	41.5
Three years	8.6	10.1	12.6	3.9	.9	2.3
Two years	36.0	31.4	30.9	10.1	8.0	6.3
One year	20.9	19.9	17.6	18.4	9.9	9.6
Just this semester	19.0	19.6	19.8	44.4	59.5	37.5
Occasionally	0	0	0	0	1.4	2.8
Average Number of Semesters	3.8	4.0	4.1	3.3	2.8	4.4
Number Responding	431	405	404	207	212	176

Plans for a Major Field	Degree Credit 1983	1984	1985	Continuing Education 1983	1984	1985
Have had no major field change since attending Harper	58.2	49.9	52.8	18.1	17.9	9.0
Have changed major field or plan to change major field of study	14.0	16.5	15.5	6.6	3.5	2.1
Do not need major field of study	13.5	14.4	15.7	63.2	62.8	78.3
Searching for a field	13.5	12.2	9.6	4.2	9.2	2.9
Bachelor's degree student entering a new field	3.4	5.3	5.4	7.9	5.7	7.7
Transfer students entering a new field	1.4	1.7	1.0	0	.9	0
Number Responding	433	417	407	215	229	189
Highest Degree Planned						
Certificate	--	6.5	0	--	6.1	0
No degree or certificate	18.6	12.8	16.1	60.8	61.3	82.7
Associate Degree	31.5	33.7	35.0	14.0	5.2	3.9
Bachelor's Degree	34.3	33.4	34.0	13.1	16.1	3.0
Master's Degree	13.5	11.9	11.7	10.8	8.3	7.9
Ph.D, Ed.D, L.L.D., M.D.	2.1	1.7	3.2	1.3	3.0	2.5
Number Responding	431	413	409	222	230	202
Highest Educational Level Attained Prior to Attending Harper						
Not a high school graduate	.5	.7	.7	5.7	3.7	3.4
High school graduate	58.4	59.0	56.5	25.6	28.3	22.6
GED equivalency diploma	2.5	2.1	2.0	1.7	1.7	1.4
Technical or business school graduate	1.8	2.4	2.7	2.6	1.7	1.0
Some college	12.6	21.0	23.2	21.3	23.8	17.4
Associate degree	3.6	2.1	2.0	4.3	3.7	1.5
Some hours beyond associate degree	1.8	.7	.7	.9	1.7	1.4
Three years nursing degree	.7	.5	.5	2.2	2.1	1.5
Bachelor's degree	6.6	11.3	9.8	25.7	25.0	34.4
Master's degree or higher	2.5	.2	1.9	10.0	8.3	15.4
Number Responding	440	424	409	230	240	207
Percentage baccalaureate degree or higher	9.1	11.5	11.7	35.7	33.3	49.8
Percentage baccalaureate degree or higher among only those 21 or older	14.4	17.9	18.4	38.3	34.5	53.9

ESTABLISHING A RELATIONSHIP WITH HARPER

How Student First Heard About Harper

	Degree Credit			Continuing Education		
	1983	1984	1985	1983	1984	1985
Parents, friends or relatives	29.2	29.0	26.3	23.0	15.6	16.1
Saw the campus or live close to campus	33.3	33.9	24.8	27.5	39.5	25.5
Newspaper articles or advertising	1.5	2.3	15.0	7.9	5.6	7.9
High school counselor - teacher	5.2	6.7	8.5	.8	1.6	.6
Semester schedule received in the mail	6.3	5.9	5.4	15.4	12.9	12.5
Literature at high school	4.7	5.8	4.4	2.1	1.1	2.3
Cannot remember when first heard about Harper	7.5	5.2	3.7	3.5	5.0	8.1
Heard about it through work	4.5	2.9	3.2	5.4	4.2	5.5
Materials received from Harper in the mail	1.7	3.2	2.8	6.3	9.5	15.7
Inquiries for special program	2.7	3.7	2.1	3.3	2.5	2.5
Employment near/at Harper	.5	.2	.9	1.7	.4	0
Harper area cooperative program	.4	0	.9	0	0	0
Talked to Harper counselor or faculty member	.4	0	.8	.4	0	.1
Public Library	.5	0	.2	.4	0	0
Referendum or tax bill	.2	0	.2	0	.8	1.2
Harper open house	0	0	.2	.1	0	0
Looked for community college when moved into area	--	--	.2	--	--	0
Cultural arts programs at Harper	--	--	.2	--	--	0
From other colleges	.5	.7	.1	0	0	0
Real estate agent, mover, or Welcome Wagon	.4	0	.1	1.3	1.1	.4
Scholarship opportunity	--	.2	0	--	0	0
High school competition at Harper	--	.2	0	--	0	0
Visit by Harper representative to high school	.5	.1	0	0	0	.2
Senior Citizens Center	0	0	0	.9	.2	1.4
Van or shopping center display	0	0	0	0	0	0

What or Who Most Convinced Student to Attend Harper

	1983	1984	1985	1983	1984	1985
Parents, friends or relatives	20.7	21.1	22.3	13.7	11.8	16.4
It is convenient to get to I could get specific program or course	19.6	20.8	13.8	14.4	17.8	9.2
	15.5	18.7	13.4	28.2	26.0	24.8
It is so inexpensive	13.8	8.8	10.0	4.0	4.5	2.7
Broaden knowledge base	--	.6	7.0	--	0	6.0
No particular reason or my own personal motivation	4.5	5.9	6.7	5.6	5.0	4.3
High school counselor	1.2	2.0	4.1	0	.1	0
Literature at work, employer, fellow employees, or professional association	3.0	3.0	4.0	4.4	4.1	9.8
It is easy to transfer courses to a four-year college	1.8	2.1	3.4	.4	.4	.9
Semester schedule received in the mail	5.3	4.0	2.6	16.7	13.5	10.2
It is a good place to find direction in your life	4.6	3.7	2.0	.1	1.6	.2
Harper's reputation for excellence	1.7	2.6	1.8	2.3	.8	.3
Material received from Harper in the mail	1.1	.8	1.4	5.1	10.8	9.4
A visit to Harper's campus talking to faculty or counselors	.8	.5	1.2	1.0	1.3	0
Facilities on the campus were impressive	.6	.5	.9	1.9	.6	.4
Economic environment	.5	.6	.8	.1	.4	0
Newspaper articles or advertisements	.1	.3	.7	1.3	1.2	2.9
Athletic program	.2	.2	.7	0	0	.9
Literature in the high school	.3	.5	.6	0	.1	0
Faculty or staff at another college	.3	.7	.5	0	0	.5
Moved into area	--	--	.5	--	--	0
Wanted a better job	--	--	.5	--	--	0
Harper is better than closest community college	2.2	1.1	.3	.4	0	.5
Wanted to use VA benefit	.2	.2	.3	0	0	0
Could not get accepted at any other college or was dropped by four-year college	1.2	1.2	.2	0	0	0
Could work while attending class	--	--	.2	--	--	0
Insurance reasons	0	0	.1	0	0	.5
Worked at Harper	.3	.1	0	.4	0	.1
Harper area cooperative	.5	0	0	0	0	0
Scholarships available	0	0	0	0	0	0

Sources from which greatest help was received in obtaining needed information at Harper

	Degree Credit Percent			Continuing Education Percent		
	1983	1984	1985	1983	1984	1985
College catalog or handbook	42.7	47.3	49.9	18.1	23.5	20.3
Brochures or letters received in the mail	20.1	16.1	30.1	25.6	25.6	39.6
College semester schedule	29.5	30.5	22.5	52.4	40.6	25.2
Faculty	22.8	13.9	22.5	11.0	6.8	12.9
Other students	16.2	19.1	21.3	5.3	6.0	3.0
Counselors at Harper	21.5	16.8	21.3	4.8	5.6	3.5
Found information I needed on my own	21.5	15.6	12.5	11.0	20.5	6.4
Admissions Office	4.8	5.2	9.5	5.3	7.3	5.0
Newspaper releases	7.8	5.7	7.3	10.6	8.5	16.3
Other Harper staff	4.8	1.2	6.4	3.1	0	2.0
Student Paper (Harbinger)	5.0	3.5	5.6	.9	.9	.5
Relatives or friends	4.3	4.0	5.1	7.5	4.3	5.4
Posters or bulletin board	4.6	3.8	4.9	2.2	.9	2.0
Information booth	2.3	1.4	2.7	0	.9	.5
Business Office	.5	1.4	2.7	1.3	.4	0
Fin. Aid and Veterans Office	.9	1.2	2.4	0	.4	0
Employer or fellow workers	3.2	2.8	2.0	4.4	3.8	5.0
Did not receive enough information	2.7	1.9	2.0	.9	.9	5.0
High school counselor	1.1	2.6	1.5	.4	0	0
Library	.7	.7	1.5	2.2	.4	1.5
Orientation program or Open house	.2	1.4	.7	.4	0	.5
Career development course or College survival class	.9	1.2	.7	2.2	.4	1.5
Participation in student activities	.5	.2	.7	0	0	0
Outside community agency	0	0	.7	.4	1.3	1.0
Employment at Harper	.2	.5	.5	0	.4	0
Computer terminal	.2	0	.5	0	0	0
Displays in community	.9	.2	.2	1.8	.4	1.5
Senior Citizens Center	0	0	.2	1.8	.9	2.0
What students plan to do when they leave Harper						
Transfer to another educational institution	40.9	32.8	40.4	5.2	4.9	2.4
Obtain a job	16.8	13.5	15.3	5.7	3.4	2.7
Continue on same job	17.7	16.1	15.1	38.0	42.4	20.9
Cont. at Harper/use education for personal development	9.5	7.1	10.3	28.8	20.7	63.1
Get a promotion/better job	9.0	17.8	7.9	3.1	8.9	1.2
Not sure	4.0	7.8	7.3	4.4	3.8	3.9
Become self employed	1.1	.9	1.9	1.3	3.2	.5
Become/Cont. as a homemaker	.6	3.6	1.2	11.8	10.6	2.9
Move out of the area	.4	0	.4	1.7	0	1.0
Armed Services	0	.2	.2	0	0	0
Retirement	0	.2	0	0	1.3	1.4
Continue to explore options for my life	0	0	0	0	0	0
Finish high school	0	0	.3	0	.8	0
Number Responding	439	426	411	229	236	206

Principle Purpose in Enrolling at Harper	Degree Credit Percent			Continuing Education Percent		
	1983	1984	1985	1983	1984	1985
Enroll in a specific career program	34.8	35.4	37.9	10.1	9.7	6.5
Enroll in baccalaureate oriented program in order to transfer to a four-year college	29.8	27.1	28.7	2.7	3.4	3.9
Take courses for general interest	15.5	16.6	13.9	61.9	71.8	78.7
Search for a major field of interest	12.9	16.3	15.3	4.0	4.2	2.4
For retraining or refresher purposes	6.5	3.7	4.2	10.6	10.9	8.5
Pressured to enroll	--	.7	0	--	0	0
To learn the English language	.5	.2	0	10.6	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	438	424	410	226	238	207

Means of Transportation to Harper						
Drive my own car	85.3	88.2	87.8	87.4	93.7	93.7
Use family car	9.4	8.4	9.8	5.6	1.7	1.4
Ride with someone else	1.2	.6	1.2	3.7	2.5	2.4
Take bus	.9	.2	.7	.7	.4	1.0
Car pool	1.4	1.7	.3	.9	1.3	.5
Company Van/Car	1.6	.7	.2	.9	.4	1.0
Motorcycle	0	.2	0	0	0	0
Walk	.2	0	0	.4	0	0
Bicycle	0	0	0	.4	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	440	424	409	231	237	208

Preference for Public Transportation or Car Pool						
Not interested	81.5	86.0	82.4	85.7	90.3	95.1
Would be interested in bus transportation	10.3	7.9	10.5	9.6	7.2	3.4
Would prefer car pool	9.4	6.1	9.8	6.1	2.5	2.0

Sources of Financing Education at Harper College

Source of Financing	Degree Credit Student PCT	Non-Degree Credit Student PCT
Self	57.4	85.5
Parents	18.4	4.2
Employer Contribution	17.4	8.8
Scholarships	2.8	1.3
Veteran Benefits	2.4	0
Loans	1.6	0
Total	100.0	100.0

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

Fall 1986

Dear Student:

Because of State and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper College students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper College serve its community better.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Planning and
Institutional Research

jc
Enclosures

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate answer for each question.

_____

This number identifies you and when we receive your completed survey enables us to remove your name from the mailing list so you will not be bothered with our second mailing of this survey or follow-up telephone call.

I. DEMOGRAPHIC

1. Sex -- _____ Male _____ Female

2. Marital Status -- Check (✓) one.

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow/Widower

3. Age - Check (✓) one.

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution.
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become/continue as a homemaker
_____ F. Do not plan to leave Harper - plan to continue to use Harper off and on over the years for my own personal development.
_____ G. I am not sure
_____ H. Move out of the area
_____ I. Become self-employed
_____ J. Join the Armed Forces
_____ K. Other (specify_____

_____

_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
_____ B. Native American/American Indian descent
_____ C. Black American/or Afro American descent
_____ D. Chicano/Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry F or J visa
_____ H. Other (specify _____)
_____ I. I prefer not to answer this question.

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $ 5,000
_____ B. $ 5,000 - $ 7,499
_____ C. $ 7,500 - $ 9,999
_____ D. $10,000 - $11,999
_____ E. $12,000 - $14,999
_____ F. $15,000 - $19,999
_____ G. $20,000 - $24,999
_____ H. $25,000 - $29,999
_____ I. $30,000 - $ 34,999
_____ J. $35,000 - $ 39,999
_____ K. $40,000 - $ 49,999
_____ L. $50,000 - $ 59,999
_____ M. $60,000 - $ 69,999
_____ N. $70,000 - $ 79,999
_____ O. $80,000 - $100,000
_____ P.$100,000 - $150,000
_____ Q. Over $150,000

8. Transportation - Check (✓) your primary mode.

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car Pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take Bus
_____ H. Walk
_____ I. Drive company car/van

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) all which apply.

_____ A. I would be interested in bus transportation
_____ B. I would prefer to be in a car pool.
_____ C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree -- community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bacherlor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. PhD. or Ed.D - Doctorate

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____ A. English
_____ B. Spanish
_____ C. German
_____ D. Italian
_____ E. Polish
_____ F. French
_____ G. Greek
_____ H. Japanese
_____ I. Chinese
_____ J. Vietnamese, Cambodian Thai or Laotian
_____ K. Korean
_____ L. Hindu
_____ M. Filipino
_____ N. Scandanavian
_____ O. Latvian
_____ P. Arabic
_____ Q. Other (specify) _____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents

_____ B. No - live with parents

_____ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000
_____ B. $ 5,000 to $ 8,999
_____ C. $ 9,000 to $12,999
_____ D. $13,000 to $16,999
_____ E. $17,000 to $20,999
_____ F. $21,000 to $24,999
_____ G. $25,000 to $29,999
_____ H. $30,000 to $34,999
_____ I. $ 35,000 to $ 39,999
_____ J. $ 40,000 to $ 49,999
_____ K. $ 50,000 to $ 59,999
_____ L. $ 60,000 to $ 69,999
_____ M. $ 70,000 to $ 79,999
_____ N. $ 80,000 to $100,000
_____ O. $100,000 to $150,000
_____ P. Over $150,000

5. What are the sources of financing your education while at Harper? Include ONLY tuition, fees, books, and school supplies. DO NOT include living expenses. Give the approximate percentages that add up to 100 percent.

A. Self ---------- _____
B. Spouse ---------- _____
C. Parents ---------- _____
D. Scholarships -------- _____
E. Veterans Benefits ---- _____
F. Loans ---------- _____
G. Employer Contribution-- _____

TOTAL 100%

(over)

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III. ESTABLISHING A RELATIONSHIP WITH HARPER COLLEGE

1. How did you first hear about Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High School counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Cannot remember when I first heard about Harper College
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I am employed
_____ L. Talked to Harper counselor or faculty
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper College had it
_____ P. Brochures or letters received from Harper in the mail
_____ Q. Senior Citizen Center
_____ R. Employed near Harper College
_____ S. Saw or toured Harper van
_____ T. Saw or visited display at a shopping center
_____ U. Harper College open house
_____ V. Heard about Harper at the college I attended before
_____ W. Referendum or tax bill
_____ X. From the public library
_____ Y. High school competition at Harper College
_____ Z. Scholarship Opportunity
_____ AA. Other (specify)_____

2. What or who most convinced you to first attend Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received from Harper in the mail
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact I could get specific program or courses(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received from Harper in the mail
_____ O. I found it was easy to transfer courses to a four-year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper College is better than the closest community college
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper College
_____ V. The economy and the availability of jobs
_____ W. Could not get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper College
_____ Y. Insurance reasons
_____ Z. Harper's reputation for excellence
_____ AA. Athletic Program
_____ BB. I wanted to broaden my knowledge base
_____ CC. Other (specify)_____

IV. GOALS AT HARPER COLLEGE

1. Which of the following best indicates why you enrolled at Harper? Check (✓)one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field)_____
_____ B. To enroll in a specific career program (specify)_____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes
_____ F. To learn the English language

2. _____ Full-time student (12 hours or more) _____ Part-time student

3. When are you enrolled? Check (✓) one.

_____ A. All courses are in day - 7 a.m. to 5 p.m.
_____ B. All courses are in evening - 5 p.m. to 11 p.m.
_____ C. All courses are on weekends
_____ D. A mixture of times -- (Give number of hours in each time period)
_____ credit hours in day
_____ credit hours in evening
_____ credit hours on weekend

4. Where are you enrolled? Check (✓) one.

_____ A. All courses on the main campus in Palatine
_____ B. All courses at Barrington High School
_____ C. All courses at Schaumburg High School
_____ D. All courses at the Northeast Center
_____ E. All courses at another off-campus location
_____ F. A mixture of locations -- (Give number of hours at each location)
_____ credit hours main campus
_____ credit hours Barrington High School
_____ credit hours Schaumburg High School
_____ credit hours Northeast Center
_____ credit hours other locations

5. Please indicate how long you presently plan to attend Harper? Check (✓) one.

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

6. Which of the following statements applies to you? Check (✓) one.

_____ A. I have a definite major field which has remained unchanged since entering Harper College.
_____ B. I have changed fields since entering Harper College.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one at present.
_____ E. I am searching for a field.
_____ F. I am a transfer student and entering a different curriculum at Harper.
_____ G. I have a bachelor's degree or higher and starting a new program at Harper.

GOALS (continued)

7. Highest degree planned. Check (✓) one.

_____ A. None--no degree

_____ B. Associate - Community College degree

_____ C. Bachelor's (B.A. or B.S.)

_____ D. Master's (M.A. or M.S.)

_____ E. Ph.D or Ed.D

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty
_____ B. Other Harper staff
_____ C. Counselors at Harper
_____ D. Brochures
_____ E. College catalog
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or Friends
_____ M. Posters or bulletin board
_____ N. High school counselor
_____ O. Career development courses or college survival course
_____ P. Senior Citizen Center
_____ Q. Did not receive enough information
_____ R. Business office
_____ S. Financial Aids Office
_____ T. Computer terminal
_____ U. Learning Resources Center (Library at Harper)
_____ V. Student newspaper -- The Harbinger
_____ W. Student activity participation
_____ X. Information booth
_____ Y. Displays in the community
_____ Z. Community Agency
_____ AA. My employment at Harper College
_____ BB. Public library in community
_____ CC. Orientation program or open house
_____ DD. Other (specify)_____

_____

_____

_____

THANK YOU FOR RESPONDING TO THIS SURVEY.

ERIC Clearinghouse for Junior Colleges JUL 24 1987

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